

School Strategic Plan 2023-2027

Ripplebrook Primary School (2129)



Submitted for review by Nigel Kilpatrick (School Principal) on 21 November, 2024 at 02:02 PM

Endorsed by Julie Curtis (Senior Education Improvement Leader) on 21 November, 2024 at 06:21 PM

Endorsed by Jodie Wells (School Council President) on 29 January, 2025 at 03:34 PM

School Strategic Plan - 2023-2027

Ripplebrook Primary School (2129)

School vision	<p>Ripplebrook Primary School's vision is to develop young people who are active, resilient, life-long learners. One of the priorities in our strategic plan is promoting student voice and agency.</p> <p>Ripplebrook Primary School's motto is 'Leaping Forward.'</p>
School values	<p>Ripplebrook Primary School's values are:</p> <p>Be Respectful We are encouraged to care about ourselves, others and our surroundings and to treat everyone with tolerance, acceptance and understand that our attitudes and actions have an impact on the people and places around us.</p> <p>Be Responsible We are encouraged to be accountable for our actions and words and to actively contribute to our school</p> <p>Be Resilient We acknowledge challenges and work together to learn and bounce back from them.</p> <p>Be Safe We model and demonstrate safe practices to protect ourselves and others from injury, risk and danger.</p> <p>Be an Active Learner We challenge ourselves in every learning opportunity by using a growth mindset to strive for our personal best.</p> <p>These values are at the core of the positive culture of our school and are reinforced through the application of the School Wide Positive Behaviour Support program.</p>
Context challenges	<p>Ripplebrook Primary School is situated in the small rural community of Ripplebrook, bordering the growth corridor of Drouin in the Baw Baw Shire. The school was established, at its current site, in 1965, but the school on Tolley Road was established in 1879. It sits on an expansive, elevated site surrounded by farmland. The school has idyllic views of</p>

	<p>Ripplebrook's green rolling hills and towering trees. Ripplebrook Primary School prides itself on setting high expectations of students, providing the support, scaffolds and resources to ensure every student achieves their personal best – academically, socially and emotionally.</p> <p>Specialist programs such as MARC Van (Mobile library), Visual and, Performing Arts, Health and Physical Education and LOTE (Japanese) allow students to discover their individual passions and interests and engage with the world and cultures outside their immediate environment.</p> <p>Enrolments have been fluctuating over the past 3 years, with families moving into and out of the area alongside changes in staffing and school leadership. With a permanent Principal and employment of new teaching staff, the final enrolment of 36 students (on 2024 census day) including 10 Preps is an increase from previous years. Many students travel from local townships outside the school zone, finding our school, rich in values and pride; an inspiring place to learn and grow. In 2024 the school is staffed as follows: 1 x Principal, 3 x full-time teachers, 3 x Education Support Staff, 0.4 Chaplain and a 0.4 Business Manager. The teaching staff members at Ripplebrook are friendly, committed, dedicated and approachable. They strive to deliver quality programs and take extra care in learning about the unique abilities of each child. As a school we pride ourselves on an inclusive learning program which caters for all students. The parents and community work actively to support our educational programs. They strive to deliver quality programs and take extra care in learning about the unique abilities of each child.</p> <p>The school has modern teaching facilities and an extensive playground area that enhances what the school has to offer its students. Ripplebrook Primary School continues to cater for a diverse range of students. In 2024, 2 students are funded under the PSD program, with a number of students diagnosed with autism or learning difficulties that are currently unfunded but receive support in classrooms and the yard, reinforcing the school's reputation for being inclusive and supportive of all students.</p> <p>The School community strives to provide a friendly, caring and safe environment where the efforts of all are valued. The rights and needs of all groups: students, teachers and parents are acknowledged and respected. A strong, productive and working relationship exists between parents and staff which is evident by the increased level of parent participation in all facets of the school. The sense of community is a strong characteristic of the school and the one the school wishes to continue to maintain.</p>
Intent, rationale and focus	<p>At Ripplebrook Primary School we are trying to achieve greater consistency of best practice in English and Mathematics across the school P-6. We aim to achieve this through embedding the improved whole school Instructional Model and agreed Assessment Practices. It became evident through the school review process findings there was a need to embed whole school consistency in these areas. To complement the focus on consistent practice in Literacy and Numeracy, we want to provide more opportunities for authentic learning through a considered focus on Student Agency and Voice. This will provide a greater level of student engagement in their own learning and for students to take ownership and responsibility to become more independent and self-regulatory learners. We also aim to have a positive impact on</p>

	<p>student well-being by improving their resilience, confidence and sense of belonging. Throughout the School Strategic (4 year) Plan we aim to implement the following:</p> <p>Embedding the School's revised and agreed Instructional Model, utilising:</p> <ul style="list-style-type: none"> o Gradual Release of Responsibility theory o Learning goals and success criteria o Inquiry and investigation o High Impact Teaching Strategies and evidence based best practice in teaching and learning o Best Practice teaching and learning methods in delivering Literacy, Numeracy and Inquiry learning programs <p>Developing teacher capacity in:</p> <ul style="list-style-type: none"> o Data knowledge o Curriculum planning and differentiation. o Collaborative planning and Professional Learning Team Inquiry Cycles o Peer Observations <p>Enhancing Student Voice and Agency through:</p> <ul style="list-style-type: none"> o Setting high quality learning goals and success criteria. o The use of effective feedback to students about learning including student-friendly language in self-assessed rubrics. o Effective differentiation of the curriculum. o The use of quality inquiry-based and project-research learning. <p>Enhancing Student Well-being through</p> <ul style="list-style-type: none"> o Resilience, Rights and Respectful Relationships o Partnering with The Resilience Project for students, staff and parents o Employing a Chaplain for individual/cohort and family assistance o Conducting surveys and seeking feedback from students to gauge their attitudes and emotions
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

School Strategic Plan - 2023-2027

Ripplebrook Primary School (2129)

Goal 1	Optimise the learning growth of every student in literacy and numeracy
Target 1.1	<p>TO BE CONFIRMED: By 2027 improve the 3-year average percentage of Year 3 and 5 students achieving strong or exceeding proficiency in NAPLAN in:</p> <ul style="list-style-type: none">• reading from 58% (2023-25) to 70%• writing from 58% (2023-25) to 70%• numeracy from 43% (2023-25) 60%
Target 1.2	<p>By 2027 improve the percentage of students achieving at or above age expected level, according to teacher judgements, in:</p> <ul style="list-style-type: none">• reading and viewing from 53% in 2022 to 80%• writing from 50% in 2022 to 75%• number and algebra from 70% in 2022 to 80%
Target 1.3	<p>By 2027 improve the 3-year average percentage of students achieving at or above expected growth (time series), according to teacher judgements, in:</p> <ul style="list-style-type: none">• reading and viewing from 64% (3 year average 2019-22) to 75%• writing from 58% (3 year average 2019-22) to 70%• number and algebra from 59% (3 year average 2019-22) to 75%

<p>Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Build a culture of collaboration and inquiry using the principles of effective professional learning communities</p>
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed high impact teaching and learning strategies</p>
<p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on</p>	

student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build consistency and continuity of learning sequences and quality teaching practices across the school
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	Improve student engagement and wellbeing
Target 2.1	By 2027 improve the percentage positive endorsement on the Attitude to School Survey for: <ul style="list-style-type: none"> • stimulated learning from 65% in 2023 to 75% • student voice and agency from 55% in 2023 to 65% • effort from 70% in 2023 to 80%

Target 2.2	<p>By 2027 improved the percentage positive endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> • staff trust in colleagues from 68% in 2023 to 80% • trust in students and parents from 76% in 2023 to 80% • feedback from 64% in 2023 to 70%
Target 2.3	<p>By 2027 improve the 3-year average percentage of parent positive endorsement on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> • parent participation and involvement from 68% in 2021-23 to 89% • teacher communication from 69% in 2021-23 to 85% • student motivation and support from 64% in 2021-23 to 87%
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Activate student voice, agency and leadership to strengthen student participation and engagement in learning</p>
Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to	

strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen partnerships with the parent carer community to effectively support the learning and development of their child/ren
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	